

FAHAN
SCHOOL



2025
Annual
Report.



About Fahan School 1

A Message from the
Board Chair 3

A Message from the
Principal 4

Teacher Qualifications and
Workforce Composition 5

Fahan School
Student Attendance 7

Student Results in National
Annual Assessments Program 9

Governance Overview 10

Finance Overview 12

Senior Secondary Outcomes 13

Pastoral Care and Wellbeing 14

Learning Initiatives 15

Community Engagement 16

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About Fahan School

Founded in 1935 by Miss Isobel Travers and Miss Audrey Morphett, Fahan School is an independent, non-denominational school for girls from Kindergarten to Year 12, located in Sandy Bay overlooking the Derwent River.

Intentionally small, Fahan provides a connected and collaborative environment where every student is known and supported as an individual. The School offers a rigorous academic program alongside a broad co-curricular offering across sport, the arts, leadership and service. A strong focus on wellbeing underpins all aspects of school life, supporting each girl to develop confidence, resilience and a sense of belonging.

Fahan's personalised approach to education fosters curiosity, critical thinking and independence, enabling students to achieve their best and engage meaningfully with their learning. This is supported by a highly skilled and dedicated staff committed to excellence in girls' education.

In 2025, Fahan School enrolled 432 students, including no international students.

Fahan students graduate with strong academic foundations and a clear sense of purpose, equipped to contribute thoughtfully and confidently to the world beyond school.

The School's motto, Light Come Visit Me, reflects its commitment to nurturing curiosity, character and a lifelong love of learning.

This Annual Report has been prepared in accordance with Australian Government requirements and provides an overview of the School's operations for the 2025 reporting period.

Our Vision

To enlighten, inspire and ignite young minds and hearts.

Our Mission

To create a community in which all people flourish. To instil a deep love of learning and the development of right principles that empower each Fahan girl to step confidently into her future.

Our Values

Our values represent the deepest beliefs and sentiments to which we can aspire, and they shape our School Community.



Learning

We foster a culture of inquiry for knowledge and truth.

The pursuit of these is fuelled by curiosity, creativity, and a strong desire for achieving personal excellence. We encourage initiative and innovation, independence and flexibility.



Spirit

We honour our founders by living the true spirit of Fahan.

Our spirit is defined by courage, integrity and honesty. We are proud of who we are and celebrate our individuality.



Community

Care, connection and belonging empowers every individual to flourish at Fahan School.

Kindness, gratitude and respect are found in all our words and deeds. We take a genuine interest in the wellbeing of others and we celebrate difference and diversity.

A Message from the Board Chair

2025 has been a year of sustained strength and strategic progress for Fahan School, reflecting the depth of our foundations and the clarity of our direction.

Under the leadership of our Principal, Meg Lawson, the School continues to demonstrate strength across its academic, co-curricular and community endeavours. Enrolments have remained robust, our financial position is stable, and academic outcomes continue to reflect the strength of our educational offering.

A significant outcome this year was the successful renewal of the School's registration for the maximum five-year term, accompanied by highly positive feedback. This affirms the effectiveness of the School's governance framework, operational practices and commitment to continuous improvement.

Throughout the year, the Board remained focused on its key responsibilities, including oversight of risk, financial stewardship and the long-term sustainability of the School. In an increasingly complex and constrained financial environment, careful planning and disciplined decision-making remain essential.

The development of the new Strategic Plan provides a clear and shared direction for the years ahead. Shaped through meaningful engagement with staff, students and our broader community, it reflects both our aspirations and our responsibility to prepare students for a changing world.

Progress on the Capital Master Plan continued, with the opening of Long View marking a significant investment in facilities that support student wellbeing and learning. The acquisition of neighbouring properties further strengthens the School's capacity for future growth and development.

As Fahan marks its 90th year, the Board acknowledges the enduring values that underpin the School's success. We remain committed to providing strong governance and strategic oversight to ensure the School continues to thrive, and that every student is known, supported and able to flourish.



Alexandra Garrett
Board Chair

A Message from the Principal

Schools are dynamic by nature, and 2025 has been no exception at Fahan. This year has been characterised by celebration, reflection and purposeful planning, as we honoured our history while setting a clear and considered direction for the future.

A defining milestone was the celebration of our 90th anniversary, recognising the vision and courage of our founders, Miss Isobel Travers and Miss Audrey Morphett. Events such as *Fahan After Dark* brought our community together in meaningful ways, connecting generations of students, staff and families, and reaffirming the strong sense of belonging that lies at the heart of our School.

Our commitment to providing an exceptional learning environment has remained a priority. This year saw the continued delivery of our Capital Master Plan, including the completion of the redevelopment of the former Senior Boarding Residence. These projects ensure our facilities reflect the quality and ambition of the educational experience we offer, and I extend my sincere thanks to all members of our community whose support makes this progress possible.

Our School Board has provided invaluable guidance this year, and I wish to extend particular thanks to Craig Barling, whose tenure as Board member and Chair has been marked by an unwavering commitment to our School. We have welcomed Fahan Alumna, Alexandra Garrott, as our new Chair and I look forward to the

perspective and expertise she brings to this important role.

A highlight of the year was the presentation of the Gerdy Jevtic Medal to alumna, Dr Brooke Mason (Class of 2012). Her address to students and the wider community was both considered and compelling, offering a powerful reflection on resilience, character and personal responsibility.

The development of our new Strategic Plan marks an important step in shaping the future of the School. Informed by consultation with our community, it provides a clear and deliberate framework for the years ahead, ensuring we continue to evolve while remaining anchored in our values of Learning, Spirit and Community.

Our staff remain the cornerstone of Fahan. Across all areas of the School, their professionalism, expertise and care ensure that each student is known, supported and challenged to achieve her best.

I thank all members of the Fahan Community - students, staff, parents, alumni and friends - for their ongoing support and commitment.



Meg Lawson
Principal

Teacher Qualifications and Workforce Composition

It is a legal requirement that teachers employed in Tasmania are registered with the Tasmanian Teachers Registration Board. All teachers employed by Fahan School are registered and hold appropriate qualifications.

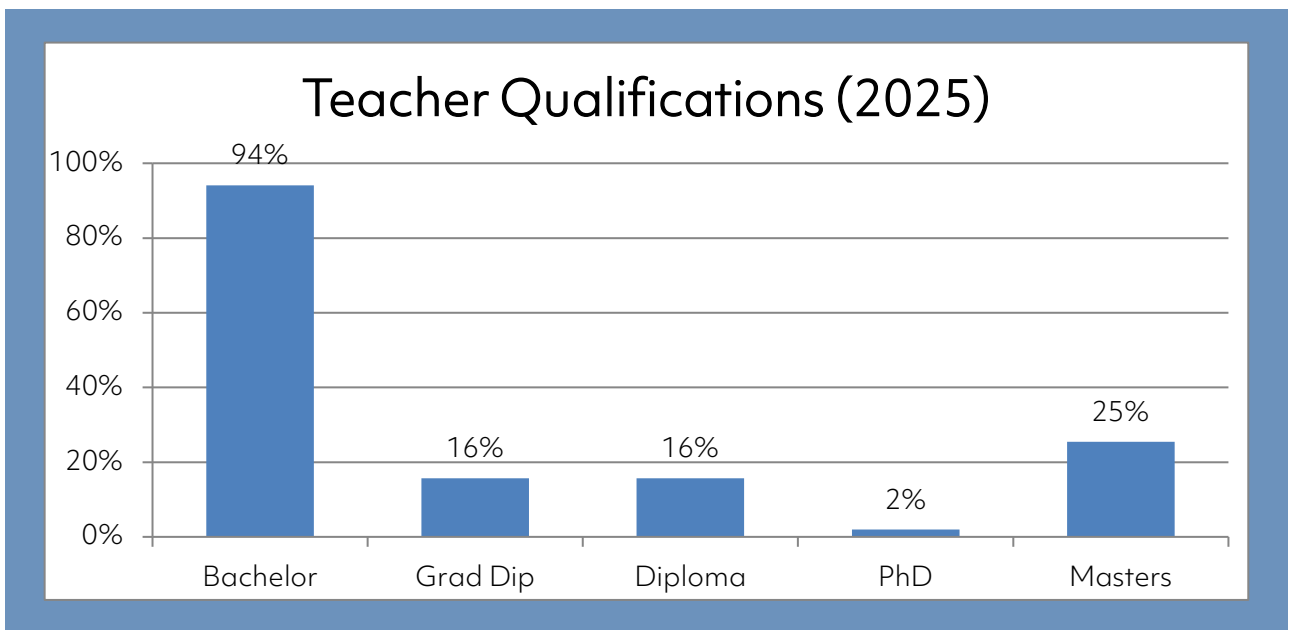
Fahan School is a community that excels in educating girls, where high expectations and outstanding academic programs enable every girl to achieve her personal best.

We recognise the outstanding teachers and staff who are essential to our mission. Our passionate team of highly skilled and qualified professionals employ contemporary teaching and learning practices, live and promote the values of the School, and are dedicated to providing leading education for girls. Fahan supports a professional staff culture in which individual and collective practices continuously improve student outcomes. We are committed to the continuous improvement of our academic and co-curricular programs by applying research on best practice, adapting effectively to the national curriculum, developing strategic partnerships, and providing optimal learning pathways for our girls.

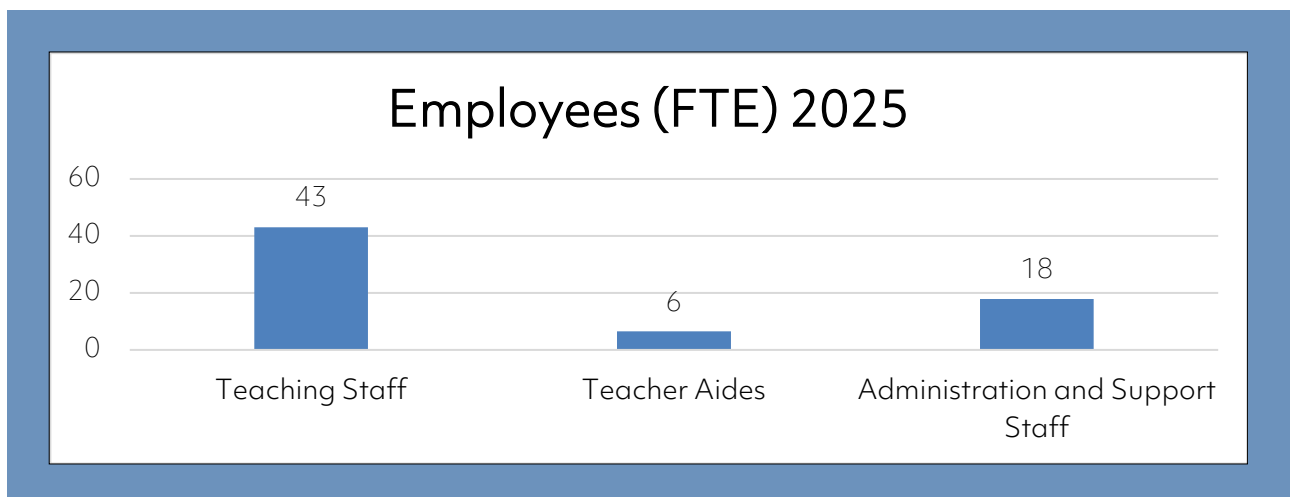
Teacher Qualifications and Workforce Composition

Analysis

The percentage of Fahan School teachers holding one or more relevant qualifications is detailed in the table below. The qualifications include Bachelor's and Master's Degrees, Graduate Diplomas, Diplomas, and Doctor of Philosophy.



In 2025, the Fahan School workforce consisted of the following full-time equivalent staff members.



Fahan School

Student Attendance

Parents and/or guardians are responsible for notifying the School to explain the absence of their child on any particular school day. Notification may be provided via the Fahan School App, the School's online platform, *The Tree*, by emailing absence@fahan.tas.edu.au, or by contacting the School by 9:00am.

Attendance is recorded systematically across all year levels to ensure accuracy and timely follow-up.

For students in Kindergarten to Year 6, attendance is recorded during morning Pastoral Care and again in Period 5. For students in Years 7 to 12, attendance is recorded during Pastoral Care and at the commencement of every lesson, including for Years 11 and 12 study lines. Absences for students are monitored closely by the administration staff, with records submitted and cross-checked at key points throughout the day.

Attendance for students undertaking subjects at The Hutchins School is reported in the morning (approximately 9:45am) and again in the afternoon (approximately 2:45pm). St Michael's Collegiate School provides attendance updates for Years 11 and 12 students during each double period. These processes ensure accurate and consistent attendance monitoring across the cooperating schools.

Year Group	Number of Possible Attendance Days	Actual Number of Attendance Days	Percentage
Kinder	2652	1868	72.91
Prep	3660	3327.5	90.92
Year 1	2256	2132	94.50
Year 2	3595	3373.5	93.84
Year 3	4193	3872.5	92.36
Year 4	4135	3699	89.46
Year 5	5861	5282	90.12
Year 6	7173	6638.5	92.55
Year 7	9200	8304.5	90.27
Year 8	8793	7972.5	90.67
Year 9	7791	6771	86.91
Year 10	6989	6003.5	85.90
Year 11	5307	4724.5	89.02
Year 12	7869	6632	84.28
TOTAL	79 384	70 601	Average = 89.9%

Fahan School

Student Attendance

Management of Unexplained Student Absence

Under Ministerial Instruction No 5 for Authorising a Person to Act as an Authorised Person for the Purpose of Sections 40(2) and 40(3), the School has authorised the Principal, Deputy Principal, Head of Junior School and permitted Administration staff to investigate unauthorised student absences.

Fahan School has implemented the following systems and procedures to follow up unexplained absences from School:

Where an absence has not been explained by 9:00 am, an SMS text message is forwarded to the student's parents notifying them of the absence and requesting that they immediately contact the School.

Where the absence remains unexplained, the matter will be investigated and parents/guardians

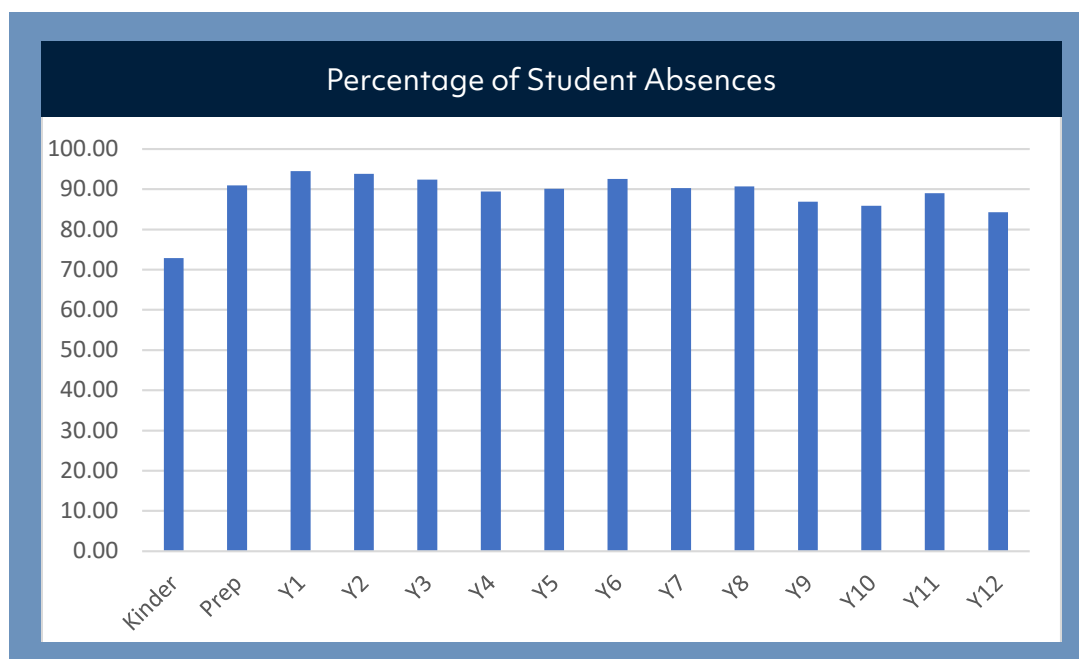
contacted by permitted Administration staff.

If the parent advises that the student should be in attendance and remains unaccounted for, the relevant authorities will be notified.

If no contact can be made, a message will be left, and an email is sent to the parent/guardians outlining the School policy and their obligation to contact the School in a timely manner.

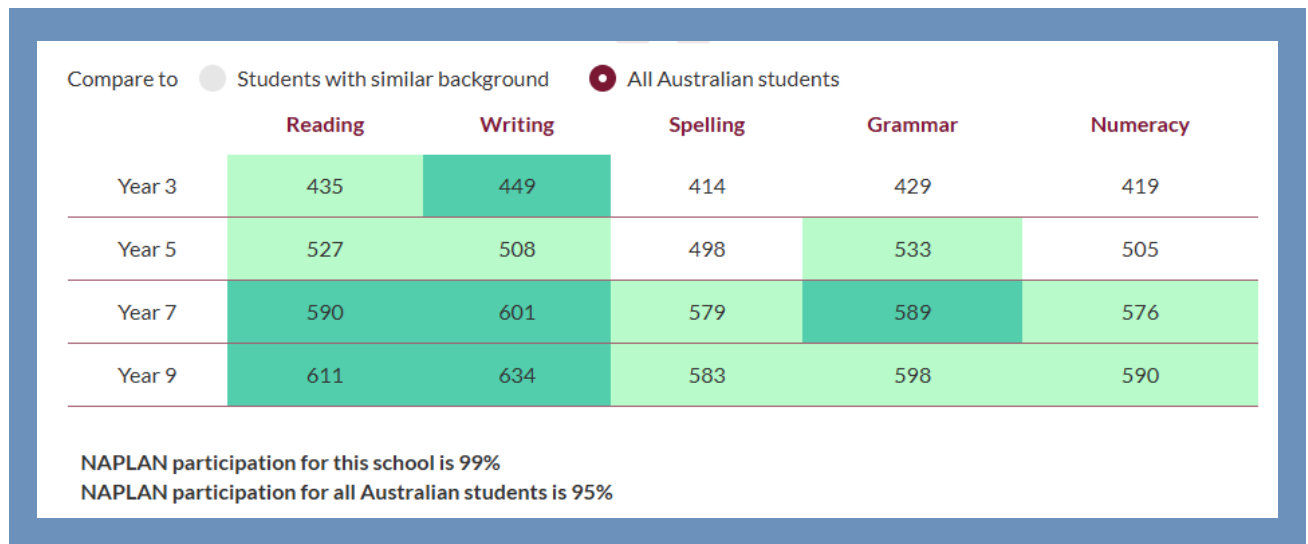
At the conclusion of each school day, a summary of absentees is provided to the Principal, Deputy Principal and Head of Junior School, and Director of Business and Risk.

All information relating to unsatisfactory attendance is recorded and maintained in accordance with the School's attendance procedures.



Student Results in National Assessment Program

The following table demonstrates that Fahan School student achievement in the National Assessment Program for Literacy and Numeracy is generally well above national averages in the highest bands of achievement.



Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Governance Overview

Fahan School is incorporated as a company limited by guarantee and is governed by the Board in accordance with its Constitution and Governance Charter.

A central component of the School's governance framework is the establishment, implementation and ongoing review of policies and procedures. This framework supports effective oversight of governance performance, including the identification, allocation and reporting of key risks, actions and incidents.

Responsibility for the day-to-day management of the School is delegated to the Principal, who is accountable to the Board for the School's performance within the approved policy and strategic framework.

Governance practices are reviewed regularly to ensure they remain contemporary, aligned with leading practice, and appropriate to the needs of a high-performing school for girls.

Strong governance also underpins the School's compliance culture, supporting ongoing adherence to the standards set by the Non-Government Schools Registration Board. Fahan School has implemented a Compliance Management System aligned with the Australian Standard for Compliance Management Systems (AS ISO 37301:2023). The Board approves and oversees an annual plan addressing risk, safety and compliance across the School.

The Board held six meetings during 2025 to discuss strategy, performance and governance.

Board Members who held office in 2025

Mrs A Garrett	Consultant, Bachelor of Arts, joined the Board in 2024
Mr C Barling	Chair, Executive Manager, Chartered Accountant, joined the Board in 2016 (resigned 29/04/25)
Ms A McKeand	Consultant, Bachelor of Tourism Management, joined the Board in 2017
Ms M Erger	Senior Manager, Bachelor of Commerce, joined the Board in 2018 (resigned 28/08/25)
Mrs J Beaumont	Executive Manager, Bachelor of Laws, joined the Board in 2023
Mr J Gourlay	Senior Advisor, Chartered Accountant, joined the Board in 2023
Mrs R Groom	Executive Manager Bachelor of Arts, joined the Board in 2024
Mrs L Jauncey	Executive Manager, Bachelor of Commerce/Arts, joined the Board in 2025
Mr Michael O'Connor	Executive Manager, Chartered Accountant, joined the Board in 2025
Mrs N Lyons	Executive Manager, Chartered Accountant, joined the Board in 2025

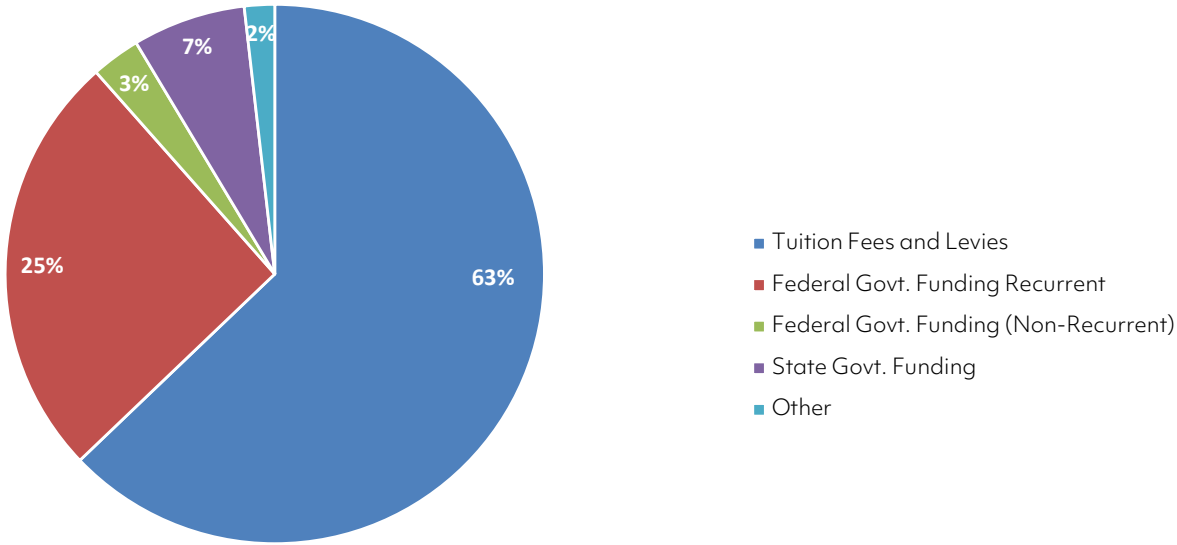
Governance Overview

The Board has also established three Board Sub-Committees to assist in the governance and decision making processes of the Board. The two Committees are detailed below, along with the number of meetings held during the year and the number of meetings attended by each Director.

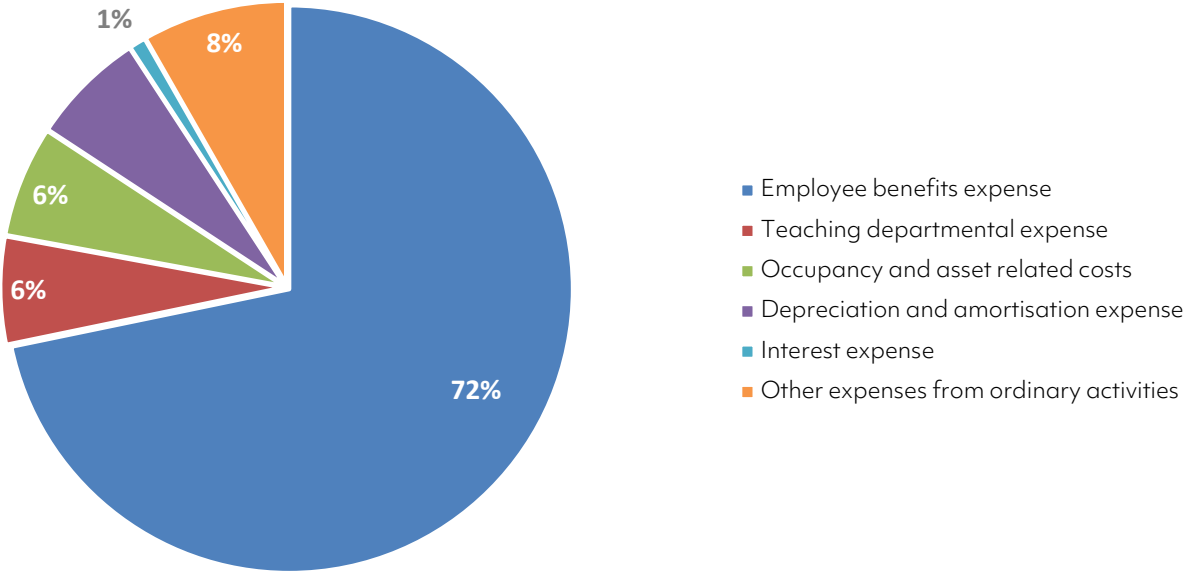
	Risk, Safety and Compliance	Finance
Mrs A Garrott	3 of 3	
Mr C Barling	2 of 2	2 of 2
Ms M Erger	2 of 2	
Mrs J Beaumont	3 of 3	
Mr J Gourlay		3 of 3
Mrs R Groom		3 of 3
Mr M O'Connor		1 of 1
Mrs N Lyons		0 of 1

Finance Overview

Fahan School Funding Sources 2025



Fahan School Expenditure 2025



Senior Secondary Outcomes

Fahan's median ATAR, a key indicator of the girls' overall performance in 2025, was an outstanding 92.8, meaning that 50% of our students earned rankings that placed them in the top 7.2% of students nationally.

Some other key achievements include:

- Overall, 33% of our girls obtained an ATAR of 95 or above, placing them in the top 5% of students nationally.
- 57 % of students received an ATAR higher than 90, placing them in the top 10% of students nationally.
- 90 % of students received an ATAR higher than 80, placing them in the top 20% of students nationally.

These excellent results reflect the immense effort our students have demonstrated throughout the year, and we congratulate each of them on their commitment and hard work.

Congratulations to the Class of 2025 for their outstanding leadership throughout the year.



92.8

Fahan School's
Median ATAR

57%

of Year 12 students
achieved an ATAR
of 90+

90%

of Year 12 students
achieved an ATAR
of 80+

Pastoral Care and Wellbeing

Student wellbeing remained central to life at Fahan in 2025, with a significant focus on strengthening our pastoral care structures and systems. A key priority was the refinement of pastoral care processes and record-keeping practices to ensure they align with best practice, support continuity of care, and enable staff to respond proactively to student needs. These improvements have enhanced communication, tracking, and consistency across year levels and Houses.

Our Pastoral Care program continued to provide a strong foundation of support, with an emphasis on building positive relationships, fostering a sense of belonging, and supporting each student's individual journey. Regular check-ins, mentoring, and structured pastoral sessions ensured that students felt known, supported, and confident in navigating both academic and personal challenges.

Transition programs remained an important feature of the year. Year 7 students were welcomed through a carefully designed orientation program that supported connection, confidence, and a smooth transition into secondary school life.



These early experiences played an important role in establishing strong peer relationships and a positive sense of belonging.

Service learning continued to be a valued aspect of the School's pastoral approach. Students across multiple year levels engaged in initiatives that supported local and broader communities, developing empathy, leadership, and a strong sense of social responsibility. These opportunities complemented the broader Pastoral Care curriculum, which included workshops, guest speakers, and activities focused on wellbeing, resilience, and personal development.

The Lumina 9 program once again provided meaningful opportunities for students to engage with community-focused initiatives, while also developing teamwork and leadership skills. Similarly, the School's Outdoor Education program continued to play a vital role in supporting wellbeing, offering experiences that foster independence, resilience, and strong connections between students and staff.

Overall, 2025 has been a year of continued growth and refinement, with strengthened systems and a sustained focus on student wellbeing, ensuring that every student is supported to thrive.

Learning Initiatives

In 2025, Fahan School continued to strengthen its commitment to high-quality teaching and learning, with a particular focus on differentiation to better meet the diverse needs of every student. Staff engaged in targeted professional learning to design and deliver learning experiences that were responsive, inclusive, and appropriately challenging. This included refining approaches to scaffolding, extension, and formative assessment, ensuring that all students were supported to make meaningful progress.

The Professional Learning Review process remained a key driver of staff growth, with a continued emphasis on reflective practice, classroom observation, and professional dialogue. Teachers worked collaboratively with line managers to analyse their impact on student learning, share effective strategies, and identify clear goals for ongoing development. This process has supported a culture of continuous improvement and professional accountability across the School.

Work undertaken in preparation for School Registration was further embedded and consolidated throughout 2025. Curriculum documentation continued to be refined in alignment with the Australian Curriculum Version 9, with consistent assessment structures, clearly articulated learning intentions, and strengthened rubrics supporting clarity and rigour in teaching and assessment practices. Registration was submitted and Fahan achieved a 5 year registration period with commendations of the thoroughness of the work.

In addition, the School maintained a strong focus on establishing clear and consistent expectations for learning behaviours. Through shared language, explicit teaching of learning dispositions, and ongoing staff collaboration, classrooms continued to be calm, purposeful environments where students are supported to engage deeply in their learning.



Community Engagement

Fahan School values the strong partnerships that connect students, families, staff and alumni, recognising that a vibrant community enriches every aspect of School life. In 2025, this spirit of connection was evident across a range of events and initiatives that brought people together in meaningful ways.

The Parents and Friends' Association (P&F) continued to play a central role in fostering community engagement. Events such as *Sunset at the Barn* welcomed over 300 attendees, providing a relaxed and inclusive start to the year, while the refreshed Mother's and Father's Day stalls reflected the diversity of families within the School. Through ongoing fundraising initiatives, the P&F continues to support resources and opportunities that benefit students across the School.

The Fahan School Alumni Association (FSAA) strengthened connections across generations, reinforcing the lifelong nature of a Fahan education. The annual *Alumni Reunion Weekend* continues to welcome leavers from across decades, bringing the community together through sports matches, shared meals and opportunities to reconnect with peers and the School.

The *Year 12 Thank You Breakfast* provides a meaningful moment of reflection for graduating students and their families, while the Gerdy Jevtic Medal and Pride of Fahan Alumni Award celebrate excellence, character and aspiration within the community.

The Nateby Club also continued to nurture longstanding ties with the School. Gatherings throughout the year, including a lunch at Blackmans Bay, a Games Day at Long View and a Christmas Lunch at the Royal Yacht Club of Tasmania, reflected the enduring connection alumni feel to Fahan and to one another.

Together, these initiatives reflect a connected and engaged community, where relationships are valued and sustained. Through shared experiences, volunteer support and ongoing alumni involvement, Fahan continues to cultivate a strong sense of belonging, connecting our community across generations and beyond the School.





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